

NAPARIMA COLLEGE SCHEME OF WORK TERM I YEAR: 2017-2018

SUBJECT: Theatre Arts

CLASS: 1 N, A, P, S

TEACHER: J. Archer-Chan

Week #	Lesson Plan#	Topic	Objective	Teaching Strategy	Resources, Textbooks	Home-Work	Remarks
1	1	Icebreaker & Warm Up Activities Importance of a Drama Journal	Students will be able to show concentration and focus in drama activities. Use the analytical process to reflect on and analyse their work and the work of others	<ul style="list-style-type: none"> - Name game - Atom game - Multiple Smarts Bingo - Journaling 	Stage or large open space. Old Drama Journals	Cover and decorate hard cover Notebook = Drama Journal	
2	2	Terms/Terminology Components of performance and the Elements of Drama	Students will be able to: <ul style="list-style-type: none"> - Define terms – drama, theatre, warm-up, cool-down. - Identify & explain the basic tools of performance as mind, body, voice and space. 	<p>The class will play “The Farmer in the Dell” to experience how Space, Body, Voice & Mind is used just as in Drama.</p> <p>Discussion on the 5 Ws of Drama.</p> <p>Discussion of Aristotle’s Elements of Drama.</p>	Stage props for discussion Elements of Drama e.g. class will be done in the form of a cooking show; the teacher in role will serve as the chef and will add the ingredients of Drama: Thought/Theme/Idea, Action/Plot, Characters, Language, Music,	Students must write in their journals about today’s class.	

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					and Spectacle.		
3	3	Safety In Drama Activities	List and demonstrate safety practices in Drama activities – respect for personal and general/public space, respect for medical issues, and	Class will discuss and compile safety measures. In groups students would create charts for the classroom	White board markers	Entry into journal	
3 B	3B	Body Warm-up	Understand the value of body warm-up activities. Participate in body warmup activities.	Research benefits of body warm-up Develop practice of warm-up exercises	Teacher led war		
4	4	Local Ring Games	- Apply knowledge of local ring games to group playing of games. - Make connections with content & methodology of local ring-games to	Students will compile list and describe local ring-games through oral research. Practical group demonstration of games Discussion of social issues arising out of games. Improv –	Teacher researched list of researched local games.		

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			develop an awareness of social values	modification of game based on identification and re-examination of social values			
		Trust	Students will practice & develop trust through Drama activities.	Students will do a, blind walk (snakes), trust fall	One bucket, multiple stuffed/sizable toys		
		The Importance of Voice Control in Drama.	Students will be able to; <ul style="list-style-type: none"> - Express themselves through song and choral speaking & - Communicate through singing words - Appreciate that there are folk traditions in which the voice is used in particular ways. 	The teacher will review concepts taught in last class. Students will play song and clapping games like “In a Fine Castle” “Down, Down Baby” Students will view/listen to video clips from Paul Keens Douglas, Midnight Robber, and Pierrot Grenade as examples of Vocal Control	Large open space. DVD player and TV or a Laptop with projector	<u>Evaluation</u> Students will be placed in groups of six (6) and given an Onomatopoeic poem to choral speak. Sound effects should be worked in to the performance as was experienced in class. A 100 word rationale¹ will be submitted with each presentation	

¹ A rationale is a discussion of the reasons behind how a decision was made, and in this case how the performance came to be. In it you will document why your specific performance choices were made, how the performance was developed, what assumptions were used and why the end result is realistic.

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4	4	Use of Sound In Drama	<p>Students will be able to listen with awareness to the sounds in the environment.</p> <p>- Non-Language human sounds, animal sounds, machine sounds and reproduce them.</p>	<p>Students will listen to the sounds around them with eyes closed and discriminate between various sounds. Imitate the movements and sounds of machines in groups, reproduce sounds made by familiar machinery e.g. Washing machine, microwave. Each step in the machine's process is clearly identifiable. Critique Choral speaking</p>	<p>Outdoor venue, whiteboard/ paper and markers/pens etc.</p>	<p>Write in their drama journal about their experiences in class and prepare choral speaking pieces for next class.</p>	
5	5	Evaluation	<p>To determine students understanding and ability to apply concepts taught.</p>	<p>The teacher will administer a written evaluation to students on the topics previously covered.</p>	<p>Test papers/ White board..</p>		
6	6	Mime techniques	<p>Students will be understand the definition of mime</p>	<p>Student's assignments will be collected. Students</p>	<p>Video/DVD of a mime artist or a mime artist will be</p>	<p>Students will document the class in their journals.</p>	

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			communicates through body language	will view a video clip/live performance of a mime artist for discussion of elements of mime and performance artist techniques.	brought in to teach the class.		
7	7	Mime & Pantomime	Students will be aware of how a mime communicates through body language	Students will create and perform solo mime activities such as: picking a flower, pulling a rope, trapped in a box, walking, running,	DVD/Video on a mime or a live mime artist	In pairs students will relate the story of his/ day using mime due in two weeks time for a grade. / In VAPA Groups Students will perform a mime titled "Yes! I am finally FREE!"	6B

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8	8	Tableaux	Students will be aware of stage positions/co-ordinates, actors' body positions, the relationship between the body, space and the audience.	<p>Students will review the use stage positions/coordinates, understanding the importance of status in relation to positions onstage.</p> <p>Students in groups will move onstage from strong to weak positions, high and low status positions; demonstrate levels, status, focus. The rest of the class serves as the audience.</p>	<p>The teacher will discuss the aspects of a Tableaux e.g. Status, Focus, Levels, etc aided by pictures of these techniques.</p> <p>Auditorium and stage.</p>	<p>Power-point projector</p> <p>Create a collage consisting of group pictures depicting tableaux techniques – due in two weeks time.</p>	
9	9	Space: Tableaux	Students will be aware of stage positions/co-	Students will be placed in groups and given tableaux topics	Auditorium and space, props and costumes, notes on	Students will create a tableaux based on an event in their	

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			ordinates, actors' body positions, the relationship between the body, space and the audience.	which they have to re-enact. E.g. J'ouvert, The Crucifixion of Christ, Phagwa etc.	the festivals assigned.	history books, due in two weeks time.	
10	10	Use of Space in Theatre: Entrances & Exits	Students will be aware of stage positions/co-ordinates, actors' body positions, the relationship between the body, space and the audience.	Students will be taught the importance of the use of entrances, exits, turns, diagonals, crosses and masking while acting		Students will document the class in their journals.	
11	11	Mime performances & Review for exams	Students will demonstrate the use of mime.	Students in pairs will perform their mime pieces for a mark	Auditorium, stage, camcorder.	Students will be reminded of their tableaux.	
12	12	Revision	Students would demonstrate knowledge of all concepts taught over the last year.	Alphabet Relay. Topics and Theatre jargon would be revisited as any unclear areas would be discussed in detail.	Various coloured whiteboard markers and erasers	Students would submit Journals	

